THE JOURNAL OF EDUCATION

Volume 134 SEPTEMBER, 1951 Number 6

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INOR PUBLISHING COMPANY

207 FOURTH AVENUE
NEW YORK 3

The JOURNAL of EDUCATION

VOLUME 134 SEPTEMBER, 1951 NUMBER 6

ESTABLISHED 1875

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73 State Street
Binghamton, N. Y.

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, 73 State Street, Binghamton, and 277 School Street, Watertown, Mass. Subscriptions in the United States, $3.00 a year; Canadian postage $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index of the Journal of Education is published annually in the December issue. The contents are listed in Education Index.

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As we go to press . . .

We are reminded that the word "press" has become a symbol for something much more extensive. It stands today for several means of communication, each competing for the time and attention of the public. Very well, then. As users of printers' ink, we accept the challenge. We shall strive to be interesting. We shall be as brief and to the point as possible without loss of flavor. We shall be selective, seeking what is significant, new, compelling and refreshing. We shall try to omit the obvious, the tiresome, the sort of stuff that might have been excusable when readers had little else to see or listen to, few places to go, and no committee meetings, no conferences, only a book or a magazine to peruse at leisure when the day's work was over.

So what have we done today, besides telling you what we aspire to do? You must judge for yourself. We consider this a fairly strong issue. Some of the material has been solicited, as always. Some has come out of a clear sky, uninvited but no less welcome. A lot of would-be contributors have been disappointed. Better luck next time, perhaps. In general we have been increasingly fortunate in the quality of material we have been receiving.

The articles listed on the cover are not necessarily the ones you will find most to your liking. You will note a new feature, School Solutions. This may remind you of an equally valuable solution already applied by you or your associates. If so, do not hesitate to let us have it.

Your comments on our special departments are wanted. What is your opinion of the News Digest? Suggestions for improvement anywhere in the magazine will be appreciated.

Good things are piling up for October and later numbers. But no issue of the Journal is ever fully made up and shoved into the freezer for long ahead. The door is open to the last moment. Then we send off a few lines about going to press. After that, it's up to the pressman.

Your Textbook Reporter

Everyday Arithmetic

Junior Books One and Two of *Everyday Arithmetic* offer a straightforward treatment of the number relationships as they confront people in many different situations. Aimed at junior high grades seven and eight, these texts include more than properly belongs in either a commercial or a consumer course.

Special features worth noting are the chapter introductions consisting of questions to be taken up and lists of important words; illustrative solutions in boxes; "shock absorbers" or warming up exercises preceding the inventory tests; "plus" exercises for the more alert student; and "hurdles" to be used for review at each chapter end. But the main thing that impresses this reporter is the way each topic ties in with a need that must seem obvious to every pupil. Diagnostic tests and additional practice work are provided in the appendix and are accompanied with full directions for their use. Throughout the texts the instructions are plainly given and the exercises appear to be abundant and well graduated. Some attention is paid to measurements and areas, to the use of formulas, and to the rudiments of algebra. There have been much larger books that gave less promise of mathematical competency than do these *Everyday Arithmetics*, titled for precisely what they are.

EVERYDAY ARITHMETIC, Junior Books 1 and 2. Douglass, Kinney and Lentz. Henry Holt and Company, New York. $2.08.

Reading for Interest

In *Secrets and Surprises*, Second Grade Reader at Level Two of the Reading for Interest series, Rachel Field, Eleanor Farjeon, Lucy Sprague Mitchell, Elizabeth Madox Roberts and others take youngsters adventuring in a small town, a city, a ranch and a fishing vilage. The accompanying *Do and Learn* book stresses desirable attitudes as well as improved reading ability.

Do and Dare (Third Reader, Level Two) features varied tales of travel, animals, unusual action, new ideas, the long ago, nonsense and adventure. Elizabeth Coatsworth, Frances Frost and Walter De La Mare are among the authors whose stories encourage the reader to welcome new experience. The correlated workbook offers practice in such new skills as map reading and noting cause and effect relationships.

SECRETS AND SURPRISES. Irmengarde Eberle. DO AND DARE. Barbara Nolen, editor. D. C. Heath and Company, Boston. $1.64; $1.76.

Journeys Through The Americas

Comes the second Geography of the Air Age, *Journeys Through the Americas*. Here the authors, Messrs. Stull and Hatch, have made less use of airplanes and other apparatus of travel than in *Journeys Through Many Lands*, the earlier book, though one chapter takes the pupil for an overview of the United States. After this, he settles down to learn about the several regions from New England to the West Coast, their respective characteristics, cities, rivers, industries and the rest. Two-thirds of the book deals with the United States. The remainder is devoted to Canada, Mexico, Central and South America, and the West Indies.

A study of our own hemisphere is especially apropos at a time like the present, when it lies between two restless worlds and needs to strengthen its own interstate understandings and neighborly relations.

The book is attractively, one might say, magnificently, illustrated with a profusion of photographs in color and is well furnished with maps, map questions and suggested activities.

JOURNEYS THROUGH THE AMERICAS. Stull and Hatch. Allyn and Bacon, Boston.

Our Earth and Man

Our Earth and Man, latest addition to the Whipple-James Basal Geographies for Elementary Schools, deals with Eurasia and the Modern World. After an extensive look at the USSR and Europe, the authors consider the middle east, including mention of the cooperative farms of Israel, and pass on to a treatment of India and Pakistan. Indonesia, Oceania and the Philippines get their share of attention, before young brows are furrowed over centers of production, conservation, world problems of population and settlement.

Maps, study helps and illustrations, including startling Kodachromes, are as excellent as they were in the preceding books of the series.

OUR EARTH AND MAN. Whipple and James. The Macmillan Company, New York. $3.48.

American School

Anyone concerned with planning a new school building or remodeling or equipping an old one, may be glad to know about *The American School and University*, which is packed with information regarding trends in designing of school plants. It is a one-volume encyclopedia of the subject, and no small volume at that. The work includes much authoritative material that should be extremely helpful. Most of it happens also to be readable.

Numerous charts, diagrams and photographs make the descriptions more vivid. Abundant evidence that the current now runs in favor of one-story structures, plenty of windows, fewer wallboards, attention to accoustics and ventilation, square classrooms, multi-purpose rooms, and large campuses is cited. But many questions of procedure arise, and here one may look for the answers with good hope of finding them. The book has a long series of previous editions behind it. This 1951 edition carries many pages of advertising, useful in suggesting where special products can be purchased. It strikes your reporter as a very comprehensive and serviceable book.

THE AMERICAN SCHOOL AND UNIVERSITY. Twenty-second Annual Edition. American School Publishing Corporation, 470 Fourth Avenue, New York 16. $4.00.

Algebra, Book Two

Suppose we give you the full title, *Algebra for Meaning and Mastery, Book Two*. Now you see the aim of the author in two words. To enable the student to grasp the meaning of the various algebraic processes and to become the master of all the necessary manipulations is quite a challenge. It involves a great deal of

clear, step-by-step presentation. Presumably the students who are incapable of following mathematical reasoning of any sort have escaped before reaching this second course. Assuming this to be the case, we still have those who are easily submerged if the text is ambiguous or confusing. The writer must be a successful teacher-in-print. Well, there are indications that this one is.

There is more material in this book than the average student can cover. This is not bad, since some in the class are above average, we hope, and the teacher must do something to earn his salt, even if only to say who may take the extra topic or examples. For instance, we find here more than the usual material on the functions of trigonometry. Also an extension of the grand old binomial theorem to include fractional and negative exponents. Tests, exercises and teaching helps are abundant. The proof is in the using. Get a copy to look over—if your mind runs to y's and x's, graphs, quadratics, progressions and the like.

ALGEBRA, BOOK TWO. Daniel W. Shader. John C. Winston Company, Philadelphia. $2.60.

Opportunities Three

Do your students look forward to atomic age careers? Or will they be content to direct their efforts along more traditional lines? In either case, three new Vocational Guidance Manuals may help to meet their need for information.

Opportunities in Motor Transportation and Opportunities in the Printing Trades do a very satisfactory job of discussing types of positions open, personal and educational requirements, wages, unions, and hiring policies for their respective fields.

Opportunities in Atomic Energy is, to this reviewer, the least satisfactory of the trio. Written by Dr. Karl Hartzell, contractor with the U. S. Atomic Energy Commission for the operation of Brookhaven National Laboratory, this manual is at times diffuse rather than specific and at other times, particularly in its supposedly informative tables, confusing rather than clear.

Guidance counselors will probably want to examine all three, however.

OPPORTUNITIES IN ATOMIC ENERGY, OPPORTUNITIES IN MOTOR TRANSPORTATION, OPPORTUNITIES IN THE PRINTING TRADES. Hartzell, Rawson and Boughal, respectively. Vocational Guidance Manuals, Grosset and Dunlap, New York. $1.00 each.

School Administration

The nature and broad scope of the superintendent's task are set forth in *The Administration of the American Public Schools.* In its introductory portion is given the underlying theory of good school management, with descriptions of six different types of superintendent. Then follow detailed statements about the governmental relations of the schools, functions of the school board, administration of the instructional staff, the so called facilitating services—buildings, budgets, buses, and other business. Finally there is a restatement of theory in the light of what has been written on practical aspects of administration.

THE ADMINISTRATION OF AMERICAN PUBLIC SCHOOLS. Harlan Hagman. McGraw-Hill Book Company, New York. $4.00.

Our America

For a cunning assault on that citadel of nonchalance, the junior high school mind, look at *Living in Our America.* This history of the United States sets the stage by depicting the country's geography with unusual maps and informal reading matter, a run of thirty pages or so.

The narrative itself takes twenty-two chapters. The first twelve are a chronological account of events as far as the Civil War and reconstruction. The rest of the book is topical and a bit otherwise, since a lot of things have occurred in timely sequence between reconstruction and the cold war. There was the revolution in modes of travel and communication; there were the altered habits, the fight against disease, the increased leisure; there were, unfortunately, two world wars. When these have been reported, there comes the inevitable glance at the future and its problems.

The most distinctive features of this text are its popular style and its abundant use of startlingly colorful maps, charts, graphs and gay cartoons.

LIVING IN OUR AMERICA. I. James Quillen and Edward Krug. Scott, Foresman and Co., Chicago. $3.32.

ALSO RECEIVED

American Education through the Soviet Looking Glass. George S. Counts. Bureau of Publications, Teachers College, Columbia, New York. $.50. Analysis of a Russian article on American Schools.

Adventures in Modern Literature. Stauffer, Cunningham and Sullivan. Harcourt, Brace and Co., New York. $3.60. Three-fourths of the content revised.

English Language Series, Books 1-4; Sterling, Huseby and Olson. Henry Holt and Co., New York. $2.16, $2.24, $2.28, $2.28. Program of reading, listening, grammar, speaking and writing for senior high school.

Federal Activities in Higher Education after the Second World War. James Earl Russell. King's Crown Press, Columbia University, New York.

First Book of Feltcraft, Fun with Felt Corporation, New York. $.50. Patterns and directions for dolls, potholders and other felt articles.

Introduction of Child Study. Ruth Strang. Macmillan Company, New York. $4.75. Third edition of a college text.

Logic and Language. A. G. N. Flew, editor. Philosophial Library, New York. $3.75. Collected articles on the linguistic movement in philosophy.

Modern Biology. Moon, Mann and Otto. Henry Holt and Co., New York. $3.96. Revised text for beginners.

Modern Chemistry. Dull, Brooks and Metcalf and Brooks. Henry Holt and Co., New York. $3.48. Revision stresses electronics, radar, nuclear energy.

NBC Handbook of Pronunciation. James F. Bender. Thomas Crowell, New York. $4.50. Frequently mispronounced names, places, and common words.

New Physics. Sir C. V. Raman. Philosophical Library, New York. $3.75. Talks for the layman.

On the Origin of Species. Charles Darwin. Philosophical Library, New York. First reprint of the original edition.

Plane Geometry. Morgan and Brackenridge. Houghton Mifflin Co., Boston. $2.32. Revision.

Rabelais. John Cowper Powys. Philosophical Library, New York. $3.75. His life and work, newly translated sections of his works, his genius.

Radio and Television. Ghiardi and Johnson. Rinehart and Co., New York. $6.00. Text for radio service technicians, students and experimenters.

Reading Aids through the Grades. Russell and Karp. Teachers College Bureau of Publications, New York. $1.10. Three hundred developmental activities.

Return from Babel, Gerald M. Spring. Philosophical Library, New York. $3.50. Pragmatic approach to world problems.

Soviet State and Its Inception. Harry Best. Philosophical Library, New York. $6.00. A study of various phases of Soviet Russia.

Ten American Songs. Gladys Pitcher. C. C. Birchard and Co., Boston. $1.00. Treble voice arrangements of Barbara Allen, New River Train, etc.

Teaching of Religion in American Higher Education. Christian Gauss, editor. Ronald Press Co., New York. $2.75. College experts examine organized religious instruction.

Understanding Radio. Watson, Welch and Eby. McGraw-Hill Book Company, New York. $4.00. Revised second edition.

SAVING TWO YEARS

An important by-product of the American economic system and its resulting industrial empires and multimillionaries has been the establishment of various foundations dedicated to philanthropic causes. Education, for one thing, receives vast sums each year from Carnegie steel, Rockefeller oil, Kellogg cereals and similar reservoirs of wealth. Now there is the Ford Foundation, representing the motor car that did more to alter the habits of the people than almost any other product we could name.

The Ford Foundation is dispensing substantial amounts for adult education and educational advancement. One project under the second category is aimed at determining whether Chicago's Hutchins was right in believing that many men are ready for college entrance a year or two earlier than is traditionally assumed. As a means of adding to the presently small total of experience in this matter, the Ford organization will subsidize the tuition and maintenance of two hundred undergraduates, evenly distributed among Harvard, Columbia, Chicago and Wisconsin universities, during the next two years, plus another two hundred entering a year from now. Each of these freshmen will be around the age of sixteen and a half at the time of starting his college work. Each will thus be enabled to complete several years of liberal arts study before being called into military service.

No doubt a hundred other universities and colleges would be happy to join in the experiment at a time like this, when enrollments are reduced by the war emergency. But foundations are seldom reckless. Probably in due time a handful of small colleges will be added to the program. A test confined to large institutions can be valid only with respect to similar institutions.

SAME NOT ALWAYS EQUAL

Giving children of different groups the same opportunity is not necessarily giving them equal opportunity. As for children in rural communities, does the aping of city schools, with their tall buildings, larger classes, winter vacations, city-planned texts and tests, actually render opportunities equal? There is no fair way to measure these things. What is normal and perhaps necessary for the city child is not, by the same token, best or necessary for the country child. Some of the disparities have been pointed out in *The Child in a Rural Environment*, yearbook of the N. E. A.'s Department of Rural Education.

What does that child require for his best development? Doesn't he already possess certain educational advantages denied his city cousin—such advantages as outdoor work and exercise, practice in self-reliance and resourcefulness, and close contact with plant and animal life? Maybe if he is going to move to the city, as so many do and seemingly must if farms are not to be overstaffed with workers in an era of progressively mechanized argiculture, he should have what it takes to make a city dweller. But for those who will remain on the farms, equal opportunity is not to be had from sheer imitation of urban schools.

TEN-FOOT CEILINGS

Producers of glass brick are praising the action of Ohio authorities toward revision of the school construction code that will permit school ceilings of ten feet instead of twelve feet as heretofore prescribed. The glass industry contends that its prism-type brick, when used in place of ordinary brick for class room walls, reflects sixty percent of the light to the ceiling, thus creating an indirect system of daytime lighting that no longer demands twelve-foot ceilings to spread the light across the standard 24-foot room. A reduction of two feet in the height of each story should mean very substantial saving in construction costs. In Cleveland, for example, there is an expected saving of $100,000 in the $13,000,000 program of new construction now under way.

One might add that stairways will be somewhat shortened, to the benefit of teachers and children alike. As for the prevention of spinal curvature for pupils who twist their bodies to avoid direct sunlight on their books, this sounds like something the advertising man thought up, though a grain of truth may exist in his argument.

Glass bricks may still have to prove their worth over a period of testing. There is the ques-

tion of heat as well as light. If better distributed illumination can be accomplished without loss of comfort in other respects, the economy of lower ceilings will be well worth the trouble of altering state and local building regulations throughout the country. The swollen costs of construction in these times necessitate much study of how to cut corners or even to bring dark ones closer to the windows.

POOR FATHER KNICKERBOCKER

The biggest and at the same time wealthiest city in America apparently has as much difficulty keeping pace with the educational needs of its children as many a smaller community. Thus the Public Education Committee of the great metropolis comes out with a report indicating that many buildings are antiquated and shabby, calling for an outlay of $80,000,000 to put them into decent shape; stating that classes of 35 to 45 are not uncommon; that thousands of pupils have only halfday sessions because of the necessity for attending in shifts. The association foresees a time, five years hence, when the growth of juvenile population will bring a demand for 200,000 more classroom seats, with the result that children will be sitting in the gutters—unless, of course, something drastic is done.

New York already spends $300 a year for educating each pupil. The P. E. A. believes this figure should be raised to $450, if pupils are to receive adequate schooling. Life in the city of skyscrapers costs real money. By the time those 200,000 children arrive and are called in from the curbstones to swell the school population to 750,000, the city will need to spend double what it spends now, if the association's estimates are correct.

The fellow that bought Manhattan from the Indians for $24 never dreamt of all these troubles.

CITIZENSHIP DRAMATIZED

How often do you apply the drama-discussion technique in getting across a fundamental idea to a class? Sometimes a short play can accomplish more in the shaping of attitudes than the most polished lecture or sermon.

Our defense department is gradually introducing playlets into its training programs, to show service men what they are fighting to preserve. The Citizenship Education Project of Columbia University has collaborated with representatives of the armed services in preparing fifteen or more so called "packages," readymade playlets designed to focus attention upon various aspects of the United States Constitution. After the reading of a script, for example, on legal procedure against a man accused of stealing an automobile, students are asked to discuss the meaning of what occurs. The results are said to be excellent. Similar plans have been provided for considering such other topics as freedom of the press, mob law, equal opportunity, people's control of government, respect for the individual, and community relations.

While this method of instruction percolates through training camps of the army, navy and air force, it may well be used more extensively in our regular schools and colleges. Instructors could enjoy exercising their creative talents in writing the skits, if only to find that some member of the class could do it better.

We note in passing that the armed forces have borrowed more teaching methods from educators than they—the armed forces—have themselves originated. Military emergencies merely bring the most effective devices to the top.

AFTER SCHOOL HOURS

The leisure hours available to pupils during all or part of every afternoon and many an evening represent a large area of wasted opportunity, if nothing worse. Many communities have taken steps to provide facilities for recreation under the wise supervision of qualified adults.

Meanwhile every locality is faced with the necessity of alerting itself to the possibilities of a sudden emergency following a plunge into war. Even short of this, there will be a high degree of civilian mobilization. The present situation is one which suggests useful activities for young people. Since the real solution of their leisure problem is to give them something both interesting and worthwhile to do, why not enlist their services in surveying the defense resources of their towns or districts and organizing whatever may be required for any conceivable situation? Abundant suggestions for civil defense activities and preparation have been put forth in pamphlet form. Every city hall and school headquarters either has or can obtain copies of such pamphlets. If not, one may send a request to Bureau of Publications, Teachers College, Columbia University, New York, enclosing fifty cents, for *Citizenship Education in the National Emergency.*

XUM

PUT YOUR SCHOOL ON THE AIR!

Charles T. St. Clair

Are school systems in our smaller cities and towns neglecting the possibilities of school radio? Charles St. Clair thinks so. Writing from experience gained in two school radio projects, he tells how school broadcasts may be staged, with a minimum of time and money.

Mr. St. Clair is Principal of North Haven, Conn., Junior High School.

In the 1920's, when radio became an important feature of home life in the United States, educators everywhere were enthusiastic about its possibilities. What happened? Language lessons, lectures, other educational programs were heard briefly, then disappeared in the face of commercial broadcasts.

Blame for what critics term the mediocrity of today's programs cannot be laid entirely upon the hucksters. With a few outstanding exceptions, school systems have neglected and are neglecting a contact with the public which is theirs for the asking.

Students Gain Most

School-produced broadcasts serve a dual purpose. First, students get a chance to participate. Most boys and girls from kindergarten through twelfth grade are intensely interested in the mechanics of radio. And each of us is, in his own mind, a potential actor. Most pupils eagerly look forward to a visit to a broadcasting studio or a chance to experiment with tape recorders. As a culminating activity for a unit, a radio broadcast provides excellent motivation and a medium for creative group expression. Nothing will do more to impress upon young people the necessity for clear enunciation. Certainly for such specialized groups as radio players, clubs, dramatics groups, or speech classes, radio has unquestioned value.

Public Relations

A second purpose served by school radio is to promote good public relations, offering another avenue of approach from the school to the parent and the general public. Techniques used in the modern school may be explained and illustrated, and the problems of the local educational situation brought to the attention of townspeople.

Yet many teachers are wary of radio projects because they assume a prohibitive cost and because they think production of broadcasts will consume disproportionate amounts of time. However, most radio stations and particularly those in small cities and towns, are more than willing to donate time for a sustaining program of an educational nature. In fact, the Federal Communications Commission requires that a percentage of each station's radio time be devoted to programs in the public interest. And experience indicates that many regular classroom activities can be adapted to radio use with a minimum of effort on the part of teachers and students.

The North Haven, Conn. public schools recently instituted a successful series of broadcasts. A community of about 10,000, North Haven has a school enrollment of 1600 pupils in kindergarten through 8th grade. Although the high school students, whose activities are readily adaptable to radio presentation, attend school in neighboring towns, the series has successfully used student activities on the elementary level.

Perhaps our experience can help others to organize similar projects.

Local Station Helps

A first step is to contact your local or regional station. Usually an invitation to participate is all that is required.

In the case of North Haven, Station WAVZ, New Haven, 1260 kc., cooperated to a degree which had not been anticipated. Moved by a policy of public service, the station provided not only free radio time, but also technical advice, professional

equipment, and trained personnel. The station manager cooperated in planning the series, and Mr. George Duffy recorded many of the programs on equipment furnished by the station, as well as being available continually to offer technical assistance.

At WAVZ, recorded programs are cut and put together by station personnel. Some of the programs are "live," using excellent facilities at our disposal at no charge. The main studio can accommodate a chorus of seventy-five persons. Mr. Duffy is adept at putting children at ease, and with professional equipment available, the sound fidelity and clarity has been good. As a result the quality of the programs has exceeded our expectations.

Courtesy of Louis Beriesch

Second grade pupils broadcast a field trip to the police station.

Program Planning

Sound planning requires that everyone concerned with the project have a hand in the organization. Teachers, pupils, administrators and parent groups will all have valuable suggestions to make. Whole-hearted support in carrying out the project will be more likely to ensue from cooperative planning.

In North Haven the idea for the series originated in the administrative group. After a contact had assured the availability of facilities at station WAVZ, the idea was discussed with teacher and Parent-Teacher Association groups. Out of these discussions came a list of tentative subjects and some general policies. We took care that all grade levels were represented and that programs were divided approximately equally among the three schools in the district. Programs, we decided, should be limited to school activities in which the children participated, with adult voices used only incidentally. Pupils helped to plan the individual programs. For example, eighth grade students in one school decided upon a panel discussion based on a social studies unit, prepared a script, and produced the program under the guidance of their classroom teacher.

Programs should be based, we feel, upon regular classroom activities. This not only gives the radio listener a more accurate picture of actual class situations but avoids over-emphasis on the radio program as an end, or "teaching for the broadcast."

From among a host of subjects suggested during discussions, thirteen covering a wide range were chosen for the first series. They illustrate types of programs adaptable to the medium of radio:

1. The technique of "sharing," illustrated by first-grade pupils sharing their Christmas experiences with the class.

2. Choral groups from the three schools, singing separately and in a combined chorus.

3. A play based on parliamentary law, worked out earlier in the year by a seventh grade group as a culminating project at the end of a unit.

4. An illustration of field trip technique, with second graders visiting the police station.

5. A panel discussion on *The Frontier and the Development of Democracy*, with eighth grade boys and girls concluding a social studies unit.

6. A variety program based on February's famous men, including solo and choral speak-

ing and singing by fifth grade pupils.

7. A musical play, *Our America*, correlating music and social studies, presented by fourth grade students.

8. Methods of teaching reading, explained by a first grade teacher and illustrated by her class in action.

9. A school Stamp Club, on the air during National Stamp Week.

10. A third grade group illustrating the technique of integrating subject matter in unit teaching, with a program correlating music and language arts.

11. A Saint Patrick's Day program, with fifth grade girls and boys reviewing the contribution of the Irish to our nation and singing Irish songs.

12. Physical education in the schools illustrated with on-the-spot recording of the program in operation on a variety of age levels.

13. Examples of the operation of the safety program including the work of the Safety Patrol, the bus monitor system, and the safety council.

Teachers of primary grades were at first dubious about younger children taking part. However, the first and second graders have performed very naturally and audibly. Their broadcasts were among the highlights of the series.

Fifteen minutes has proved ample time for the subjects scheduled for NORTH HAVEN SCHOOLS ON THE AIR. Experience elsewhere also indicates that few programs will suffer from condensation to fit this period of time. With children providing not only the participants but also a large part of the listening audience, a longer program would exceed the youngsters' interest span.

The time of the broadcast is an important factor. Some school programs are scheduled during school hours, when live broadcasts from the classrooms are possible. However, many parents, especially the fathers, will find it impossible to listen during the school day. Since one primary purpose of the project is to interest adults in the techniques of the modern school, a more suitable time is an evening or Saturday hour. If the program is scheduled while the children are at home, we can be fairly sure that the radios will be tuned to the school broadcasts. The North Haven series is scheduled at 9:45 a. m. on Saturdays, response indicating an appreciable audience at that time. Perhaps an early evening hour on a week day would be even better.

Numerous means of publicizing the program are at our disposal. In the children themselves we have one of the best possible mediums. Oral and printed announcements and reminders sent home with the pupils should be a regular procedure. The local newspaper will usually run stories on the broadcasts if material is furnished for them. The subject for the program of the following week should receive a "plug" at the conclusion of each broadcast. Continued attention must be devoted to publicity, for without a considerable audience, the purpose of the radio series can be only partially realized.

Audience Response

Numerous favorable comments have been made by North Haven parents and townspeople. Although some of these primarily reflect family pride, many, touching on the quality of the broadcasts, school methods and activities, children's speech habits, etc., have been sufficiently objective and specific to indicate that our efforts are worth while. Most teachers find the programs of educational value.

As we anticipated, the children are enjoying and profiting from the project most of all.

"Did you hear our class over the radio this morning? I heard my voice, just as plain!"

"Mr. Duffy's a nice man. I hear him lots of times on the Clean Plate Club."

"I could hardly believe that was my voice on the wire recorder. I'm going to talk more slowly and not chew my words."

Teachers' Project

Over the past decade, we have begun to realize that teachers' associations must be service organizations if teachers are to gain the professional recognition, both financially and socially, so long denied. Many groups are sponsoring school radio programs as a service to education and as a public relations activity for the association. The Middletown, New York, Teachers Association has produced a highly successful series for the past three years. County groups, like the Westchester, New York, association, sponsor similar programs on the county scale. Results everywhere are encouraging.

Production of school broadcasts can be worked out in any section served by a local or regional station. The problems involved can be readily solved by any active group. Why not put *your* schools on the air?

THE TEACHER AND HIS MONEY--

The First of Two Parts

Sidney S. Ross
Ross Mutual Investment Company, New York City

Dr. Ross writes: "I have been interested in the field of investment for over 20 years and am now collaborating on a book on the subject. In addition, I am teaching an adult education course entitled 'How to Manage Your Money.' This article represents my contribution to the financial welfare of teachers."

WE teachers are a funny people. We wouldn't dream of entering a classroom without knowing exactly what we were trying to accomplish and what means we would use to achieve this objective. We wouldn't think of taking a vacation trip by automobile to some distant destination without first studying the road maps.

We work hard, day after day, week after week, year after year, to accumulate money. But do we ever take time out to do a little serious thinking and planning on *how* to manage our capital safely and productively?

If a teacher wishes to better himself financially, then he should begin to plan for his financial future *now*. He should give careful and immediate consideration to these important elements, basic to any successful program:

1. *An emergency fund.* Every teacher should have an emergency backlog, the amount depending on his financial circumstances. This fund should preferably take the form of a savings bank account.

2. *Life insurance.* Because they cannot afford it, most teachers carry too little life insurance, and the proceeds of their policies usually are sufficient to pay for living expenses of their dependents for but a few years after the policy holder's death, without consideration of such items as funeral expenses, educational funds for children, paying off the mortgage on the family home, etc.

If a teacher has been paying life insurance premiums for a long, extended period, he should examine his life insurance program *now* to see if revision is necessary. Does it meet present-day needs and conditions? Has he considered such factors as his age, state of health, needs of his dependents, rise in the cost of living—to mention but a few?

3. *Savings.* To get ahead financially, a person must adopt the savings habit early and adhere to it faithfully, according to a sound, prearranged plan. Among the more important media for placing surplus funds are savings banks and savings and loan associations.

Although differently organized, they are pretty much alike in actual operation, as far as the individual depositor is concerned. Mutual savings banks will be found in only 17 states, whereas savings associations operate in all 48 states. Both types of depositor should make sure that individual acounts are insured against loss up to $10,000 by either the Federal Deposit Insurance Corporation (which insures savings bank deposits) or the Federal Savings and Loan Insurance Corporation (which insures savings association deposits).

4. *United States Savings Bonds.* Through a continuous promotional campaign, the American public has become very familiar with U. S. Savings Bonds which, because guaranteed and backed by the full faith and credit of this country, are the safest, soundest and most secure investments in the world today. Series E bonds, the type most publicized, are priced at 75% of maturity value and mature in 10 years; i. e. for every $3 invested, you get back $4 in 10 years.

One feature of the Series E bonds not generally realized is that they are ideally suitable for the creation of an annuity. Suppose in January 1952 a person buys one $18.75 bond (maturity value $25) and each and every month faithfully follows this program for the next 120 months or 10 years. He will then receive an annuity of $25 each month for the next 120 months or 10 years, beginning with January 1962 and continuing through December 1971. (This plan can be used with any multiple of $18.75. For example, if $37.50 is paid in every month, the maturity value of $50 will be received every month 10 years later, continuing for the next 10 years.)

TRY SOME ARTICULATION

Irving Flinker
Straus Junior High School, Brooklyn, New York

Whether pupils progress from one-room schools to consolidated high schools, or from P. S. sixth grades to large buildings like Straus Junior High School in Brooklyn, New York, articulation is a problem.

In these pages, Irving Flinker, assistant to the principal at Straus, suggests half a dozen devices to make the transition less painful.

John's assignment was to dig into the history of our junior high school. One week after coming to Straus, his seventh grade class was working on the unit, "Getting Acquainted with the New School," and John had volunteered to look into the record. After providing him with a few anecdotes, a few glittering names, pictures of classes of thirty years ago, and an old attendance book, I asked him how he liked Straus. He told me frankly he wasn't used to it yet but he thought he would like it fine when he got used to it.

Old vs. New

This answer was encouraging. Three years ago our junior high school had tackled the problem of articulation and now we were beginning to reap the benefits. New seventh graders were asking to take part in co-curricular activities in their first month of school. Teachers were finding them more responsive. Youngsters who had been considered discipline problems in the elementary school were finding friends and self-respect. Attendance was up. How did all this come about? Let's examine some of the theory behind the Straus articulation plan.

Naturally the purpose of any such plan is to reconcile the gradual process of child growth and development with the hop, skip and jump of our graded school system. Once upon a time children, brought to school at the age of six, moved semi-annually to a new classroom, transferred at twelve to a distant junior high school, plunged into a disturbing departmental system, and after three years moved to a still more distant high school.

These hops and jumps tended to establish fears, insecurity, emotional resistance to the unknown, antagonism to study. Teachers and supervisors assumed the presence of an emotional and mental readiness which was too often non-existent. We know now that each sudden change required a period of readjustment. Not only was time wasted, but I-hate-school attitudes were established.

For each child's continuous personal development, the school should try to offer the conditions of a happy home. The child must feel wanted. He will respond emotionally and intellectually to recognition for his achievements. In a strange environment, it takes time to find new friends, to marshal resources, and to develop the skills needed to meet the demands of a new situation. Finding procedures to minimize this strangeness as the children progress from grade to grade and from school to school keeps the administrator on his toes.

Teacher Travels Too

A basic requirement for making the child feel at home is the teacher's full knowledge of his background and personality. Records cannot be complete enough to give a teacher the insight she needs to make a child feel wanted, respected, and secure during the first month in the new class.

However, the teacher who lives with the same group of children for two years is in a much better position to care for Johnny in the fourth or sixth grades than a new teacher, helped by the best system of pupil accounting. Inasmuch as the teacher is the child's pillar of strength, such a plan of keeping a teacher with a group of children should be extended to bridge the gaps between the elementary school and the junior high school and between the junior high school and the senior high school.

Consider the feeling of security a child would experience in the new junior high if he could have his sixth grade teacher as a home room and subject teacher. This would involve an interchange of sixth and seventh grade teachers between the elementary and junior high schools and an interchange of ninth and tenth grade teachers between the junior and senior high schools. Better teacher

training and the trend toward single salary schedules make such interchanges possible today.

If such interchanges are impossible, teachers on the specified grade levels can learn about each other's educational philosophy, methods, curriculum, etc., through frequent conferences. Cases of atypical children can be brought to the attention of the new teacher. Such teacher collaboration can go a long way toward effecting for the children a smooth, easy transition to the new environment.

Planning Ahead

As far as possible special individual programs should be planned for non-academic minded children in the next higher school where more shops and activities are available. The worst scamp in elementary school can become an efficient shop foreman or a reliable hall monitor in the junior high. He will be more likely to accept help in a remedial reading class after he attains some recognition for his ability as a leader in some non-academic activity.

If the administrator is fortunate enough to have an able guidance department, he can delegate the articulation problem to the counselors. Group and individual problems can be studied by these specialists with a view toward reducing the extent of change. These people can undertake a study of practices to note drastic differences between the elementary and higher school.

Visiting V. I. P.'s

At Straus Junior High School, we have found a number of devices effective in bringing the feeding elementary schools closer and in making the new children feel more at home. About five months before the new school year begins, the assistant principal, the G. O. (student government) president, and one alumnus of the lower school visit each elementary school to give information about the junior high school to an assembly of sixth graders. After a brief introductory talk by the assistant principal of the junior high school, the sixth graders are invited to ask questions. These are answered by the G. O. president and the graduate of that school. These representatives speak with such confidence and enthusiasm about the rich program of activities at the higher school that by contagion, the sixth grade children develop a positive interest in the new school. Before leaving, the G. O. president invites the group to visit the junior high school to see an assembly program and to inspect the building.

About a month later, the sixth grade children from all the feeder schools visit the junior high school. Each class is met at the entrance by an usher who escorts them to the auditorium where a special performance of an outstanding assembly program is given. After this entertainment, the ushers distribute to every visitor an illustrated mimeographed booklet welcoming the new children and describing the characteristic features of the junior high school. Each usher then leads his class through the building, following a special route to avoid congestion and delay. The purpose of this entertainment and tour is to arouse a liking for the new school and make the children feel that they are wanted.

During the last month of the school year, the assistant principal and a guidance counselor visit the principal of the elementary school to confer on special personality problems. The background, behavior, needs, and procedures with respect to teaching atypical children are explained by the principal, who also turns over anecdotal records for all the children leaving his school. These records are distributed the following week at a conference of the seventh grade teachers, when the information regarding the deviates is also passed along. Thus the teachers are enabled to know something about their new children and to plan for them before the first day of school in September.

Getting Acquainted

To help the youngsters feel more at home the teachers of social studies develop during the first week a unit called "Getting Acquainted with Our New School." Floor plans are drawn, interviews are held, visits are made, reports are given, and a special film strip is shown. This film strip consists of a series of colorful pictures of typical scenes in the rich social life at the junior high school. The showing of the film strip is synchronized with a tape recording of a commentary on the background of each picture. The projection and recording are stopped after several pictures to allow for a discussion. It is hoped that such devices will help the children make a quicker and easier adjustment to the junior high school.

Effective articulation depends upon a free flow of information among teachers, administrators, parents and children. Cooperative planning and collaboration are needed to establish a readiness on the part of the children for the new school situation.

ARE WE SABOTAGING LANGUAGES?

Mary Weld Coates

Has language study gone backward, while science has progressed? Mary Coates, who teaches at the Lakewood, Ohio, High School, offers six A's that may be holding languages back.

Why are mathematics, physics and chemistry taught increasingly and with increasing effectiveness, while there is concern everywhere over the decline in language study? The answer, I think, inclines to be alliterative. It runs something like this: Apologies, Attitudes, Advertising, Architects, Administrators, Aims.

Apologies

Language teachers have apologized needlessly for failing to accomplish the impossible.

The study of chemistry and quantitative analysis in college opened up a whole new world to me. Although I know little more about chemistry than H_2O, no one could attribute this to the teaching I received. And I would not give up that vision which I acquired. I have a foundation. I know something of scientific method. Had I desired to, I might have continued my study of chemistry and put it to practical use. Yet some critics succeed in calling into question the success of the language program because somebody who had two years of a language ten years ago does not talk the language fluently. Even the worst ex-student could attempt to use the forgotten foreign tongue with less danger to society than would result from an attempt on my part to perform a chemical experiment!

There has been an attempt to make the language teacher apologetic for teaching in a rational way to a rational people. Our best secondary students have for a decade or more been accustomed to discussing in panels and round tables everything pertaining to government, war and peace. Yet we have been asked to revert in language teaching to the way these students were taught their native tongue. A child constantly hears language in all his waking hours for six years before reading or writing a word. Should we apologize because we do not follow that method?

We have been apologetic over the giving of much needed explanations in English. A science class with no medium of instruction other than scientific terms would hardly be successful.

We apologize when the Army really does a great job of language teaching. We have only to consider what any well equipped teacher could do with a group selected for the highest abilities and with a life and death motive (which war furnished), given six or seven hours a day.

Attitudes

Language teaching suffers when we take a limited rather than a broad point of view.

Only recently an article in an educational magazine ventured to suggest what languages should be taught in "the foreseeable future." A similar point of view twenty years ago doggedly refused to allow Spanish a place in the curriculum. Who can now say that any language on the globe is not worthy of study?

I heard a representative of the Ohio Department of Education say that we have not taught respect for languages, because we have not respected bilingualism in our own land. The best example I know is the Texas school in which Spanish is taught, while at the same time, Mexican students are forbidden to speak that language in the vicinity of the school.

The ready answer of those who seem to be blindly or selfishly promoting some single language is that it is economically impossible to teach several. I have never yet been able to see why five teachers of the same language are cheaper than one each for five.

Advertising

Advertising is a word we like to eschew or euphemize with *publicity* or *public relations*. It is a tremendous factor in the language problem. The Readers' Guide for the last twenty years tells the story most eloquently. It is an exposition of the differences between the science and the language programs. Science teachers and friends of science have, for the most part, talked *science*, not method. In the '37 to '49 volumes 257 articles on the Social Aspects of Science are listed. In the same period Modern Languages concerned themselves almost exclusively

with study and teaching in 131 articles. Language teaching has had the Direct Method era, the Reading Aim cycle, the Army Method boom, the Word List period, etc. It has concerned itself with trivialities. Which pronunciation is taught?

While Science spokesmen appear never to waver in their faith in and respect for that subject, we find articles entitled ELEMENTARY SPANISH AS A POSTWAR EVIL; FOREIGN LANGUAGE GRINDSTONE; FOR PEACE AND FOREIGN TRADE; WHAT IS THE MATTER WITH THE TEACHING OF MODERN FOREIGN LANGUAGES?; SHOULD AMERICANS TEACH FOREIGN LANGUAGES?; WHY STUDY FOREIGN LANGUAGE?; GRAMMAR OR CULTURE; WAR OF THE LANGUAGES; MODERN LANGUAGE AS A HURDLE; DO STUDENTS WANT TO STUDY FOREIGN LANGUAGES?; WASTEFUL FOREIGN LANGUAGE REQUIREMENTS.

We have hawked special schools and special brands. Twenty-five years of X plan. How we do it at colleges ABCD EFGHIJKLM.

Meanwhile Science offers SCIENCE AND OUR FUTURE; SCIENCE AND DEMOCRACY; SCIENCE AND HUMAN VALUES; SCIENCE AND HUMANITY; SCIENCE AND SOCIAL ACTION; NEW RESPONSIBILITIES OF SCIENCE; SCIENCE AND THE WORLD COMMUNITY; SCIENCE AND THE CONCEPT OF FREEDOM. Do language minded persons need public relations consultants?

Two More A's

What possible relation do architects and administrators have to language study?

I teach in a million dollar plant with music rooms, foundry rooms, home economics rooms, art rooms. There is no language room with a cupboard large enough to hold more than pocket editions of books. Realia have to be packed in the teacher's attic.

Administrators never set up their programs without giving the sciences their laboratory periods. Languages have a meager 40 minutes. And since public relations are better served by bands, choirs and community speakers, we must relinquish some of our time in their favor.

The chemistry, botany and physiology laboratories we have ever with us. Today with radio, records and television, the language laboratory is no longer in the foreign district or across some frontier, but, if school authorities will grant us time and space, in the classroom.

Aims

The greatest force for the success or failure of language study is in ourselves—in the aims by which we language teachers are guided. We have lost our dignified and realizable aim—namely, to give a genuine, thorough foundation for language study, a foundation for the future practical use of it, or for whatever trend it may take.

We have begun to cruise aimlessly. We call high school students incapable of mastering the rudiments of languages in one year and we spread the basic course over two. We even read in English for the foreign language class and call it the study of culture. At the Ohio College Association, it was suggested that we, rather than the social studies teachers must do this job, because we do it better. The question is: Are we doing our own job better? We still have work to do in teaching the fundamentals of the language, the key to the culture.

Given a genuine foundation, no matter what vocabulary the student may meet, or what slight differences in accent, he will be trained to handle any language situation. Trying to foresee just what vocabulary will be more important for him, as word list fanatics would have us do, is often futile.

At the very time when extracurricular activities cut in increasingly on curricular work, our aim instead of becoming more specific, is becoming more vague; our approach more diffused.

Another disastrous tendency has been to focus teaching on the lower levels. We must never slight the less intelligent, but our grading can differentiate. A "D" might mean only the ability to *read* the foreign language; an "A" might indicate a degree of facility in using the language correctly. But we are leveling off, slowing up the whole process at the very moment when the volume of knowledge is increasing by leaps and bounds.

The language program must substitute for apology intelligent response to unfair comparisons or impossible demands. It must have bigness of vision and respect all languages. It must persistently publicize the relation of language study to logical thinking, to tolerance, to social relations. The architects and administrators must bestir themselves in our behalf. We must clarify our language aims and organize language teaching, forgetting fads and fancies.

A NEW-OLD SLANT ON READING

Myrtle Mann Gillet

Come now, you discouraged school masters, except for the few children who will never read because of some measurable or unmeasurable physical injury, beginning reading is not so difficult. Why all the pother?

Stripped of all extraneous frills of "method," the initial steps of reading can be uncomplicated fun for pupil and teacher.

Mrs. Gillet, who often voices "loyal opposition" in the Journal's pages, suggests that some of the modern approaches to teaching reading would be improved by a dash of old-fashioned common sense.

Next month the Journal will feature the first of a series of articles on ways of meeting specific reading problems.

Words vs. Symbols

Today's theorist is obsessed with the idea that content is the only important part of beginning reading. Yet teachers know how little explanation of content the beginner needs. The modern standard primers use only the words every child knows if he is socially capable of managing in school. Even so, increasing a vocabulary by hearing, a method too often prescribed for the first step, is one problem, and reading is a completely different one. By not keeping the two problems distinct, we give children, especially the duller, less experienced ones, an entirely erroneous idea of the process. Many of the modern "methods" unwittingly do nothing more than cause children to try to remember the story their ears have heard, and recite it when called upon to read.

Reduced to its simplest terms, reading is the process of getting the meaning from the *visual symbols*, that is, from the printed letters and words on the page. If we can recognize and interpret these forms, we can read.

School pyschologists find that most non-readers do not yet know that the print is fundamentally important or has any real connection with reading. In days gone by, nearly all children had already learned at home how reading had to be done and the teacher did not need to teach this fact; today she must.

Of course some children learn rapidly and some learn very slowly. But for all children, the process itself has to be the same. Although the brighter children may tumble upon the idea, the less alert must be shown how to connect the symbols with the thought.

Any oral teaching without definite and exact reference to the print creates the illusion that one is reading out of the air by staring at the pictures. Today's oral explanatory content preliminaries have built up the ear-learning counterpart of visual "word callers"; they recite what their ears have heard without seeing the symbols.

Because some dull souls never got beyond naming the printed words (because they have too few ideas to do more than identify the printed forms of sounds they know) is no reason for omitting this step in learning to read. Why act as if it were a sin to have to see the print?

The Sanskrit Approach

If we really do want to know how to teach reading to beginners let us try to learn for ourselves even a few lines of Russian or some Sanskrit or Chinese. These languages are no more difficult for intelligent adults than are the unexplained English letters and words for children. By making this experiment, we shall see that it is not sensible for us to assume that printed language is self-evident. For example, the arrangement of words in horizontal lines is not necessarily a natural order. Chinese, Japanese and Korean run vertically. We act as if the learner knew he had to begin at the left and move right; yet the left to right order is by no means universal, as all readers of Hebrew and modern Jewish know.

Despite our experts' condemnation of letter method, the intelligent adult, when learning a new language, not only with new characters but with the familiar print he already knows, must at

the start consciously pay attention to the letters and to the arrangement of letters in words—bad spellers take notice! Is the six-year-old beginner any less likely to need to look carefully?

The one unalterable fact about learning to read which the beginner must know, and is rarely told, is the *how* of what he must do. *We* know what to do, but the beginner does not. So far as the beginner is concerned, the text, the visual form comes first.

Methods have not yet provided the royal road to learning.

REPORT TO PARENTS

Parents of Newark, New Jersey, school children may make weekly visits to their school by tuning in their local television station at 11:00 a.m. on Wednesdays. That's the time for the Board of Education's thirty minute telecast, REPORT TO PARENTS.

The series, an experiment in educational video sponsored jointly by WATV and the schools, shows pupils and teachers in their normal school day environment. A typical classroom has been set up at the studios. For each lesson taught, the instructional materials used are added to the room, so that viewers see how globes, flat pictures, museum objects, films, recordings, and other materials supplement the textbook.

Lessons in the series include eighth grade art and science; second grade reading; third grade music; posture; fourth grade health; high school social science and English.

Marguerite Kirk

Dear Mrs. Gillespie,

Mrs. Marjorie Gillespie, Acting Principal of Edison School, Ontario, California, shares with us these "disconnected thoughts of a mother whose small son displays a predilection for paint—on his clothes."

My schedule for the day has already suffered a setback, so I might just as well take time out to put down what I'm thinking—with a few reservations, of course.

First of all, I had planned to iron today, not to wash clothes.

A phone call from the school principal—Gary has had a little accident. Is it a broken arm, a gash in the head, a tooth knocked out? No, he has spilled paint on his clothes and is a bit dampish, especially for such a cold day. (Correction by Gary of the principal's statement — someone *else* spilled paint on his clothes.) She will bring him home for a change of clothing.

One thing I will say for the young man under discussion; he can make paint cover more territory than any other child, I'm sure. Too bad you aren't having an Indian play today. He's exactly the right color. Of course it's mostly on clothes, not skin. Novel idea, having tennis shoes that tint. Oh, well, the man said they could be washed in a washing machine. He's wrong. I haven't a washing machine. They did wash by hand and may dry in a week or so.

Gary wasn't watching where he was going, he says. Obvious fact, possibly an understatement. I feel sure there should be a stronger way of saying it. How can he always be where paint is going to spill? To date, we have encouraged efforts at collecting, having read a book which says to (please note, I read a book, once, before I was too busy washing out paint). I am developing a strong antipathy for collection of paint on suits. Maybe it's the way it's done that displeases my artistic soul.

It occurs to me that as renters, we no longer pay taxes. I'm expecting complaints from taxpayers that Gary is getting more than his share of paint purchased with their money. Do I hear a muttering in the distance?

Could it be that my son was clowning? He does sometimes—or have you noticed? Maybe we encourage that sense of humor too much, too. We've been considering it an asset; occasionally, I'm not so sure.

And another thing—this is the first day of school after a two-week vacation. With husband and son both back on duty, I laid careful plans for a full day. Today I was going to catch up on activities at a standstill for two weeks. Oh, well, I made a good start. Now I'm out of the mood. Guess I'll eat lunch. I wonder what condition he'll be in by 2:15.

Who cleans up after Gary at school? Perhaps we should expect a bill for cleaning services any day now. That Indian paint is such an interesting color to wash up or out, isn't it? I do hope you won't use enamel paint soon. Anyway, Happy School Year!

—LOIS GRONEWEG

REFLECTIONS ON A BLIGHTED LIFE

William E. Gillis, Jr.

In this sequel to "Papa Is Super" (May, 1951), a junior member of the Gillis tribe reports on school-day sufferings.

How grateful Mother was for Father's occupation, that of running a school system! Sending her six chirping little darlings off to the care of a capable institution each morning brought a lump of emotion to her throat. But this happy battalion of youngsters would far rather have remained in the security of home, writing on the wall paper, pulling the cat's tail, and tearing one another's hair out when the occasion for "justice" arose.

We were a brightly comprehending group of young ladies and gentlemen, but we were distinctly ungrateful for Father's connection with the schools. In fact, we often wished we had been born illiterate Ubangis.

The educational system appreciated us quite as little as we appreciated it. Our repressed personalities broke out in impish ingenuities designed to show that our characters were no better than Tom's, Dick's or Harry's. A typical expression was the garden snake which greeted Miss Murphy one morning when she walked confidently to her desk. She screamed, then called loudly on the culprit to confess. Realizing that an outburst of conscience would not pay, he chose a tortured conscience rather than a stinging hand.

Have no doubt about it, the blame can be placed squarely on the shoulders of my respected parent. While we sat around home enjoying delinquent thoughts of getting even with our teachers, he was at PTA meeting, discussing problem children. If we saw him once a week, he would place a kindly hand on a small shoulder and say, "What's the matter with your arithmetic? Do you ever expect to be a superintendent that way?"

This kindly attitude contrasted sharply with his character as an educator. Meeting him in a school corridor was enough to make even his own offspring jump. Clearly *we* were not responsible for our twisted mentalities.

Our teachers, however, must share the blame for stunting our lives. There were those demons of scholastic virtue who fluttered around the classroom, righteously trying to be fair to everyone. They didn't care who a student's old man was; that student would be treated just like the rest of them. So strictly did these teachers adhere to their laudable purpose that they focussed directly on the student in whose favor they were not going to discriminate. One slip, and the superintendent's kid was done.

Teachers always place the superintendent's clan in a special category. When the "normal," everyday school child crayons an extra picture in his color book, he may receive an "A" for initiative. But when my teacher said Shakespeare died in 1816, and I shouted spiritedly, my heart in the game, "1616," I was branded an insolent gadfly.

In spite of such punishments I often wonder whether my teachers did not get the worst of it. They never hesitated to pass me to get rid of me, and my father being a kindly old gentleman, and very often convinced that I was bordering on idiocy, would not have thrashed them had they held me back. But they were glad to see me go and no wonder.

I shall mention here only one of many instruments of teacher torture. Superintendents' children have a dangerous opportunity to soak up bits of school laws as they fall from the master's lips. The unusually perverse and able child can mould himself into a veritable classroom lawyer and teacher's nemesis. A brat with a genius for internal broils can refuse to purchase as much as a pencil and when faced with corporal punishment can, smug and unflustered, paraphrase the laws of the land. While he sits there just daring a test case, an otherwise calm and understanding teacher considers applying thumbscrews to recalcitrant Superintendent, Jr.

A set of weary and broken teachers, a fond Father and Superintendent pondering on his unnatural offspring, and six teeth-gnashing siblings bent on misbehavior are three angles to be considered when Papa Is Super.

My Teaching Is Easier Because . . .

I use student-made paper strips for the opaque projector as a supplementary visual aid. The project began two years ago when my 8th grade social studies class were listening to one of a series of programs on "Famous New Yorkers," presented over WNYE-FM, the educational radio station of the New York City schools. This broadcast on The Life of Lou Gehrig provoked a lively discussion of Gehrig's sportsmanship and courage.

Our art teacher, arriving just in time to see the students' enthusiasm, changed her lesson to have them draw their own impressions of Gehrig's life. The completed drawings were placed on the black board chalk rack in the order of the events on the radio program. One of my students suggested that if we had the drawings on 6x6 inch oak tag, we could project them on the screen with the opaque projector. This and other student suggestions led to the paper strip project which received one of the 22 national awards made by the Chicago Radio Council in December, 1950.

It was just the beginning of our paper strip library, however. Since that time the students have completed 25 social studies and science strips on the life of Benjamin Franklin, the Boston Tea Party, helpful insects, volcanos and rock formations, parts of a flower, roots and leaves, and other topics.

Paper strips are easy to make. The drawings are made on 6x6 inch oak tag and connected with scotch tape. We use titles and captions throughout, and place a few blank cards at the beginning of the strip to act as a leader. The strips are pulled through the opaque projector, in much the same manner as a filmstrip would be shown on a filmstrip projector. The effect is similar, the cost negligible.

The materials used are part of the school's art supplies. The strips are easily stored in the classroom—no need to fill out forms to requisition filmstrips from the visual aids center.

If you find it difficult to get visual material to meet the needs of your class, this simple device may help to put the lesson across.

Harold Hainfeld
Roosevelt School
Union City, New Jersey

DRAMATIC COACH KEEPS CASTING FILE

The wise dramatic coach keeps a complete and up-to-date casting file. On individual cards, he records the physical and vocal characteristics of aspiring student Thespians. As a young hopeful reveals his ability to act in plays and try-outs, the coach jots down a timely estimate of the student's effectiveness, then files the card for future reference.

When it comes time to select a play, the card file will suggest a logical cast which the director can tentatively gather for an introductory reading. If he needs a special person for a particularly unique acting assignment, perhaps the file will remind him of some student who has been successful in a similar role. Scheduling try-outs and rehearsals is made less difficult by quick reference to the cards to determine the most convenient time available for the majority of the cast. The ordering of costumes and make-up supplies is expedited more simply by using the cards. Program and publicity information can be readily secured from the file without unnecessary interruptions of valuable practice periods.

Such a file can be kept on 8x5 card stock with spaces for a student's name, height, weight, color of hair and eyes, homeroom, free periods and afternoons or nights when it is possible for him to remain at school. Stage specialties and other pertinent data including: the student's pronunciation, volume, pitch, line reading, and vocal defects; his physical type, coordination, stage sense, imagination and emotional understanding are noted in appropriate places.

Essentially, the casting file is a time and labor saving device; a practical idea for the classroom teacher who must double as a dramatic coach.

KINGSTON JOHNS
School of Education,
Cornell University

Occupational Hazards of Teaching

True Confessions, *or* the Error of My Ways

Robert Tyson
Professor of Psychology,
Hunter College

Is this first person "singular?" These paragraphs are written in the first person because of a conviction that modesty should begin not only at home, but with one's own self. They are about me and to me, as well as addressed to you.

I try to leave the classroom in school. Even my best friends might notice it with some concern if my conversational manner bore a strange resemblance to a lecture. I might be shocked by their inattention to my pronouncements. Then, if the symptoms of teacher's ego became even more severe, I would take out a little notebook, give my friends "F" for effort, and write letters to their families about the need for conferences.

The syndrome described would warrant the diagnosis, *teacher's ego, severe*, and I fear I should not be long for this social world.

How "facts" do change! Perhaps I am a little less likely to come down with the deadly ego virus because my subject is psychology. In this field, in addition to a sound and growing accumulation of knowledge and method, there are so many differences of opinion, not to speak of downright reversals of "fact" from time to time, that it would be most difficult to maintain an air of detached omniscience for any considerable period.

To quote one example, the infant whose life was run by clockwork two decades ago may now be indulged, with the blessing of authority. Rarely has "regression to infancy" seemed so attractive.

The other day, following a discussion centered around the need for keeping employees in a "positive frame of mind toward the organization," a student brought in a very recent article reporting the interesting possibility that — at least under some conditions—"gripers" may be the best producers!

Teacher's ego does not thrive in the presence of new and sometimes contradictory findings. I shall be less likely to contract it if I do not *act* in the first place as if my presentations referred to absolute facts, and if I gracefully welcome new conclusions.

My captive audience. Sometimes I feel tempted to dream that all those students *want* to sit there and listen to me, drawn by the magic of my wisdom and the fascination of my manner. The return trip to reality is accomplished by recalling that some students are taking required courses and that all are driven by the need to add to that precious bank account of credits. This consideration induces the horrible thought that they might actually prefer to be elsewhere. The *ego* virus wilts.

Downfall preceded by pride. An additional modesty-encouraging factor is the recollection of incidents I have observed. In classrooms in which I sat as a student, I often saw a teacher insist on his correctness, only to be shown before all, in letter, verse and printed demonstration, that he was distinctly, undeniably and agonizingly wrong.

On a pre-teaching, part-time job I had a supervisor with a Napoleonic spirit. He arrogantly criticized the faults of beginners until one day when putting on a demonstration for their benefit, he broke the apparatus!

"And friends, in conclusion"— Altogether, I feel that the teacher's ego virus cannot thrive in me if I observe these precautions:

1. Keep the lecture habit out of my social life.
2. Remember how the "facts" of my subject change from time to time.
3. Avoid the air of superiority in the first place and cheerfully own up to errors.
4. Join in the amusement when I make a slip, behave awkwardly, or find a joke is on me.
5. Try to be natural rather than cast myself in the role of an "authority."
6. Remind myself that student deference may be based more on apprehension than on amazement at my erudition.

To maintain too proud an attitude toward teaching would, I feel sure, be a strain on me, as well as on my victims, not to speak of the pain of the inevitable fall.

How do you feel about it?

How I won my struggle with that deadly disease, teacher's ego.

School Solutions--- PART I

IMPROVING TEACHER MORALE

The school with high morale is the school where the importance of teachers and their work is fully recognized. Here are a few devices which over the years have seemed helpful in Montclair High School. Some of them may work elsewhere.

During the summer the principal writes letters to each member of his staff, expressing the hope that everyone has had a good vacation and is looking forward to the work of the coming year.

Letters are also written to new members of the staff, welcoming them and offering assistance in finding living quarters. Names of members of the faculty who will act as individual advisers to each new teacher are mentioned.

Over the years, care is exercised in remembering to invite former staff members to attend school plays, concerts, games, and special assemblies.

Each year the teachers elect a Liaison Committee with whom any member of the faculty can communicate if he has a problem or if he is troubled about some official decision which has been made. The committee discusses these matters with the principal, keeping anonymous the names of the teachers raising the questions. Usually problems are caused by misunderstanding and are likely to disappear when understanding is brought about. Some members of the faculty feel inclined at times to discuss their problems with other teachers rather than with the principal. At least, the fact that there is a way open for them to raise questions seems to promote a greater degree of satisfaction.

Principals will find that teachers are not so likely to dread faculty meetings if a reasonable time limit, usually an hour, is respected.

At least one picnic a year, where teachers have an opportunity to meet the wives, husbands or children of other faculty members, helps to promote good feeling.

At the close of the year's work, a faculty tea planned by a committee of teachers offers a chance to extend good wishes and gifts to staff members who are leaving or retiring.

Even though extra class activities need to be encouraged, few teachers like sleepy students and slighted classroom work. Good results can come from an insistence upon the policy that school nights, with the exception of Friday, should not be used for athletic events, school plays or other similar projects. Furthermore, class periods should not be frequently curtailed to provide extra time for rehearsals or assemblies.

In other words, good spirit among a group of teachers can be encouraged if a principal is willing to work at it. After all, teachers, like pupils—or even principals—respond to expressions of appreciation.

Harold A. Ferguson
Principal, Montclair High School, Montclair, New Jersey

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World Book Company

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The Citizens' Corner

Margery W. Steer

QUESTIONING CITIZENS

"Just a Second," a booklet-form questionnaire, illustrated with cartoons, is being widely used to discover community attitudes on local school matters and on educational policies in general. Over three million copies have been distributed to school administrators, boards of education, parents' groups, and service clubs.

Although some question the value of such opinion sampling, pointing out that many questions cannot be adequately answered by a check mark and that too little time is allowed for thoughtful response, merely reading the booklet through may make the citizen more conscious that the business of education is an extremely complicated matter.

The questionnaire covers such phases of school planning and administration as curriculum, educational aims, discipline, school-community relationship, and school publicity.

Blank spaces are provided for comment on what the local school is doing well and wherein it needs improvement. The citizen with something special on his mind gets a chance to say so.

The publishers of the survey (National School Service Institute, Shop 307, The Palmer House, Chicago 3) suggest that it has two purposes: to discover opinion and to help form it. Perhaps no world shaking results are to be expected from its use but it does give the public an opportunity to make suggestions and often uncovers areas of misunderstanding which call for a better public relations program.

EDUCATING DRIVERS

"Whosoever shall run a race, or run otherwise horseback in the streets or within the town plot shall forfeit ten shillings to the use of the town."

This early American law is proof that the problem of speeding has been with us a long time. That our efforts to solve it have not met with any conspicuous success is plain to anyone who reads the headlines.

Yesterday our ancestors proclaimed by law that running on horseback through the streets of the town would not be tolerated; today we set up speed regulations for motorists. No doubt an occasional colonial dare-devil continued to gallop through the settlement that first restricted the individual's right to ride as he pleased, and certainly many modern drivers tear through town and countryside at whatever speed suits the whim of the moment. Laws, it seems, are not enough. It is beginning to dawn on us that such community problems as the irresponsible use of the highways can be approached by way of the school.

The establishment of driver training courses in high schools is a fairly recent line of attack on this old problem. Its success, as measured by a comparison of the accident records of trained and untrained drivers, indicates that the teacher may be more effective than the policeman in the effort to put a stop to slaughter on our streets.

Teen-age drivers may be the terror of the town, utterly lacking in common sense and consideration; or they may be trained young people who are sufficiently trustworthy to be employed as school bus drivers, a plan that has been successfully tried in more than one school. Both groups may have equal skill in the mechanical handling of a car. The difference lies in attitudes. The teacher of a driver training course instructs students in something more than the use of brakes and clutches. He is also a teacher of accuracy, of respect for law, of courtesy, of the effect of alcohol on driver and society, sharing and fair play,—in short a teacher of responsible community citizenship.

There are more dramatic, and less wearing, ways of saving life than teaching the teen-ager to drive a car. However, respect for human life is a characteristic of a humane and civilized people, and if we are to consider ourselves such, we must conquer carelessnes as well as war.

Character education takes place in a variety of strange places. One of them is the dual control driver training car which is becoming an increasingly familiar sight on the streets of towns and cities all over the country!

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THE NEWS DIGEST

TV Plans Told At FCC Hearings

WASHINGTON, D. C. More than a score of colleges and other school groups this summer sought permission from the Federal Communications Commission to start their own television stations. Most spectacular was the proposal of the New York State Board of Regents for an 11 station, $3,500,000 video network. The University of Toledo and other institutions which have made preliminary experiments with television indicated their interest in the New York program.

Another applicant for educational TV channels was Iowa State College at Ames, recipient of a $260,000 grant from the Foundation for Adult Education. The college would use the funds to develop and produce educational programs which would be permanently recorded for study, evaluation and distribution to other stations.

Specific plans for teaching stations were also outlined by the Universities of Missouri, Illinois, Kansas, Michigan, Texas, Michigan State College, University of Portland, Ore., Ohio State, University of Houston, Oregon State Agricultural College, College of St. Thomas at Saint Paul, Minn., Boston area colleges and the Philadelphia Board of Education.

Philadelphia's pioneer experiment with teaching television was given credit for the enthusiasm of Pennsylvania teachers for video in the classroom. In a study made by Dr. Raymond Walters, President of the University of Cincinnati, teachers in Pennsylvania were overwhelmingly in favor of this means of bringing the talents of specialists into every home.

Washington, D. C. schools, which conducted a sucessful experiment in bringing the skills of a music specialist to the elementary classroom, and Richmond, Va., schools also are interested in obtaining channel assignments.

FCC's tentative offer May 23 to open space on the air waves to eventual operation of 2000 television stations, 209 of them reserved for educational use, was regarded by educators as only a partial victory. Enthusiasm for the use of the medium by schools has mounted and foundation grants have helped ease the financial problems. (Backing by the Ford Foundation of a study to determine how commercial television can be made more educational has led to hopes of improved programs over non-college stations.)

Public Schools Forearmed As Propaganda War Continues

Professional and lay groups meeting during the summer tackled the problem of the current attacks on education and gathered ammunition to combat charges against the public schools.

Meeting Organized Propaganda Against the Schools highlighted the NEA Assembly in San Francisco. A series of panel discussions were held to arm school leaders with facts and figures to counter criticisms of education. To combat front organization charges that "progressive education" leads to neglect of the fundamentals, evidence based on a survey of 440 city school systems was released. The study showed that the 3 R's are now being taught more quickly and more effectively than they were a generation ago.

A report on The Freedom of the Public Schools urged that schools take a strong stand against outside pressures. A resolution recommended that each school system appoint a joint committee of representative members of the community to weigh all pressure group complaints.

Conferences analyzing the attacks on education at New York University were attended by Allen A. Zoll of the National Council for American Education and Lucille Cardin Crain, editor of the Education Reviewer. Both organizations were denounced in literature distributed at the conferences. Richard B. Kennan, Executive Secretary of the NEA's National Commission for the Defense of Democracy Through Education, urged that school men alert the public to the fact that opponents of public education include "more than one personality with paranoic tendencies."

Help in increasing citizen understanding of what the schools face will come from citizens themselves. The National Citizens Commission for the Public Schools plans to issue a series of reports on current educational problems. According to Roy E. Larsen, committee chairman, the reports will present a variety of possible solutions—so citizen groups may reach their own informed decisions on questions concerning public education.

S. C. Segregation Case Goes to U. S. Court

The issue of segregation in the public schools has arisen sharply in South Carolina as a result of action by the National Association for the Advancement of Colored People, seeking a court ruling at the state level. The case hinges on whether Negro children in Clarendon County are accorded the equal protection guaranteed them under the federal consitution when they are taught in separate schools.

In the background lies the statement of Gov. James F. Byrnes that if segregation is abolished, he will, however "reluctantly," abolish the public schools also. A legislative commission has concurred in the recommendation.

In a move to equalize present facilities, the General Assembly had voted a 3% general sales tax to finance a $75,000,000 school construction program. School districts were granted permission to lease or sell their properties, making it possible for religious or private groups to take over the schools if segregation were barred.

Both parties conceded that the verdict of the state's justices upholding segregation would be appealed to the U. S. Supreme Court.

Loyalty Oaths Still Disputed In State and Federal Cases

WASHINGTON, D. C. The issue of academic freedom vs. national security is still very much alive, despite a Supreme Court decision expected to have far-reaching effects on loyalty oath legislation.

Before adjourning for the summer, the U. S. Supreme Court ruled that cities may compel their employes to take loyalty oaths as a protection against subversion. (Held over for review next term was a test case on the New York law barring Communists and other subversives from employment in the state school system.)

The controversial University of California oath was in effect eradicated when the regents decided not to appeal from the decision of the state district court. (The Sacramento court had held the special loyalty affirmation to be in violation of the state constitution.) The regents tabled for later action a move to reinstate the 18 professors dismissed for refusal to sign the oath.

Oklahoma's new law requiring state, county, municipal and school district employes to sign a non-Communist oath by May 9 in order to hold their positions, has resulted in the dismissal of a group of professors at the College of Agricultural and Mechanical Arts. The group plans to take their case to the Oklahoma Supreme Court.

Dr. George Ball, chaplain of the University of Denver, resigned his post May 7 rather than sign the oath required of all Colorado teachers. Two other Colorado teachers have also resigned in protest against the measure.

In Iowa, the Senate turned down a loyalty oath measure.

(Although loyalty oaths were not cited as a major cause, a *New York Times* survey of 72 colleges found both students and faculty members wary of speaking out on controversial issues, discussing unpopular concepts or participating in student political activity. Among the reasons given were fear of (1) social disapproval, (2) pink or Communist labeling, (3) criticism by regents, legislatures and friends, (4) rejection for further study by graduate schools, and (5) the spotlight of investigation by government and private industry for post-graduate employment and service with the armed forces. The draft and fatalism about international developments were regarded as partially responsible for campus apathy about current problems, as were "the pressures generated by Senator Joseph McCarthy of Wisconsin.")

More Colleges Join Fight to Curb Teacher Shortage

Liberal arts colleges in many parts of the country are joining with Schools of Education and Teachers Colleges in offering courses to prepare elementary teachers.

Wellesley, Smith, and Mount Holyoke, for example, are working together to find ways to prepare their students to meet certification requirements without an extra year of study. Mount Holyoke is releasing students from college classes to teach in the local schools. The Smith and Wellesley education departments operate schools for small children on their campuses. Additional steps to develop an education program are being taken.

General elementary education majors will enter the University of Wisconsin for the first time this fall. This picked group will follow the regular program of the College of Letters and Science for the first two years, with the addition of courses in integrated arts and elementary education. Professional training will be emphasized later.

Schools Score Gains On Materials Needs

WASHINGTON, D. C. Education is gaining ground in its efforts to obtain a fair share of building materials and equipment.

Early this summer, the National Production Authority removed a restriction on the use of iron and steel in the manufacture of school desks and seats. A ban on construction of gymnasiums was modified to permit their construction "where enforcement of the prohibition is not in the interest of national defense." NPA headquarters received many letters from superintendents reporting equipment shortages in buildings scheduled to open this fall and urging that action be taken to relieve the situation.

Construction already under way has a better chance of receiving allotments of copper, steel and aluminum than have similar projects in the blueprint stage. June allocations, channeled through the Office of Education, met 50% of the demand. Superintendents are urged to keep posted on details of the Controlled Materials Plan.

Although grants totalling $46,500,000 have been reserved for 100 school construction projects in federally affected areas, this sum will meet the needs of only 10% of these localities, the Office of Education reports.

Pasadena Reverses; Backs School Tax Boost

PASADENA, CALIF. This city, turning from a school controversy that has had tremendous national publicity, now has approved a school tax rate increase as overwhelmingly as it moved a year ago to defeat it. Voters increased the rate from 90 cents to $1.22 and did so 2½ to 1. They also elected two new members of their Board of Education.

Almost every civic organization endorsed the tax increase. No important voice was raised against it.

See House-to-House Canvass to Get Elementary Teachers

NEW YORK, N. Y. The need for a house-to-house canvass to locate enough elementary teachers to staff the nation's classrooms was foreseen here by the National Education Association.

Colleges and universities this year will produce only 32,000 qualified elementary candidates, according to results of a study by the National Commission on Teacher Education and Professional Standards. The need

in the elementary field, the commission said, will be for 50,000 to replace those who retire; 10,000 to meet the demands of increased enrollment; at least 10,000 to relieve overcrowding; and as many as can be obtained to replace unqualified teachers.

Some communities, the commission said, already are making house-to-house canvasses to locate teachers.

PTA Warned to Prepare Youth for Atomic Attacks

MIAMI BEACH, FLA. Education's toughest task was punched home dramatically by speakers at the National Congress of Parents and Teachers. PTA delegates were told that they must:

1. Prepare students and themselves to "deal bravely" with the possibility of atomic attacks in our cities, so that such blows could not "result in rout and utter disaster."
2. Teach the younger generation to "come to terms with the actual world they live in now" so that eventually they may achieve genuine peace.
3. Fight against subversive attacks on the American public schools.

Civil Defense Film Pushed for Schools

WASHINGTON, D. C. A ten-minute 16-millimeter motion picture designed to teach children civil defense, is ready for use next school term. Planned by film experts of the Federal Civil Defense Administration, the Office of Education, and the NEA, the film is particularly suitable for small city school systems.

An NEA survey revealed that many parts of the country were lagging in Civil Defense instruction. Of 2100 school systems that replied to a questionnaire, twice as many in the Middle Atlantic and Far Western states as in the Northeastern states had set up defense programs. Sixty percent of the schools in the Southwest had no special civil defense plans or instruction.

Mothers Think School Improves Most Children

Good news for primary teachers was revealed by a recent study at the University of Illinois College of Education. Mothers surveyed believed the behavior of their children improved upon entering first grade. Ninety-two percent of them were convinced that the children liked school and the teacher.

After questioning 212 mothers, Celia Burns Stendler and Norman Young of the University's Bureau of Research report no evidence that the children are particularly brattish at six years, as psychologists have previously held. In general, the youngsters look forward to going to school, feel important after entering first grade and improve in responsibility, helpfulness, good humor and independence, much as pre-atom age children used to do.

Governors' Action on Teacher Bills Wins Applause, Hisses

Governors in several states weighed controversial educational bills this summer.

Many Maryland educators were aroused when Governor McKeldin vetoed the $300 annual pay increase voted them by the General Assembly. "The Maryland Teacher" charged editorially that the governor had "put social progress in temporary cold storage" and pointed out that the veto will be subject to reconsideration in January.

Maine's women teachers, who campaigned ardently for equal pay, were rewarded when Governor Payne signed a bill for a $450,000 plan allowing cities and towns three years to equalize salaries of men and women teachers. High school and elementary differentials will be maintained.

In Utah, a bill to boost state aid to education was passed after hot debate, then vetoed by economy-minded Governor J. Bracken Lee.

The North Carolina appropriations bill for the next two years will give teachers on a permanent basis the $2200-$3100 pay scale they are now getting on a contingent basis. A bill was passed to include in the raise some 2000 teachers and superintendents left out of the contingent pay boost.

A special session of the Colorado legislature has been called to reconsider the $10,000,000 school aid bill vetoed by Gov. Dan Thornton. The bill was vetoed, the governor said, because it was unfair to smaller districts.

Fourteen bills in which the New Jersey Education Association was keenly interested were passed by the 1951 legislature, including a bill raising the minimum salary from $2200 to $2500, and one boosting pensions for retired teachers.

Senate Bill 154 passed by the Kansas legislature provided imperatively needed improvement of the Kansas teachers' retirement program at $800,000 for the biennium.

Governor Dewey signed into law an optional retirement plan to provide higher benefits for New York City school teachers by enabling them to increase their contributions while active.

This Year's Graduates Grabbed by Employers

Counselors in search of arguments to keep boys in high school can point to what happened to this year's crop of college graduates.

Even if a man was 1-A, big companies hired him for a few months' work, if he was desirable employee material, and he will have his job waiting for him when he returns from military service. This prevailing trend was reported by college placement officials in a survey by Northwestern Life Insurance Company. Smaller employers hired only a few men for specific vacancies and tried to get draft exempt personnel.

Engineering college graduates, according to officials in Maine, New Hampshire and elsewhere, fought off job offers from every part of the nation before accepting positions at salaries ranging from $283 to $337 a month.

Superintendent to Probe Padded School Rolls

LANSING, MICH. Using $25,000 appropriated by the Michigan lawmakers, Superintendent of Public In-

XUM

struction Lee Thurston will conduct a state-wide investigation of possible padding of school enrollment figures.

It was recently disclosed that one school superintendent had been obtaining additional state school aid for his district by carrying the names of more than 80 pupils on the rolls when they actually were not in school.

Adult Education Workers Form New Organization

COLUMBUS, OHIO. Adult educators who participated in a conference here this summer have formed their own organization to replace the American Association for Adult Education and the Department of Adult Education of the NEA.

The organization will plan new local, state and regional in-service programs for adult education teachers, and will co-sponsor, with the cooperation of many universities, a National Institute of Adult Education.

Wisconsin High School Students Learn Television Techniques

MADISON, WISC. Television is now being offered to high school students for study from the University of Wisconsin. The new course is provided by the University Extension Division and may be taken for credit. Sixteen assignments covering basic principles of video, current standards, television receiver currents and elementary servicing techniques are included in the course.

Grins Between Grinds

UNREHEARSED

A teacher who studied in England last summer tells of entering the Little-Dorset-on-Paggleby church just as a local young man was bringing his girl to the altar. According to the usual custom, the minister turned to the bridegroom at the proper part of the ceremony and said, "John, this is your lawfully wedded wife."

John jumped, blushed, turned quickly in the direction of his newly acquired bride, and stammered, "Pleased to meet you."

* * *

EMPATHY

The fifth grade had all been photographed and the teacher was dutifully trying to persuade them each to buy a copy of the group picture. "Just think how nice it will be to look at it when you're all grown up and say, 'There's Rose; she's married' or, 'That's Billy; he's a sailor.' "

From behind a geography, a small voiced piped up, "And there's teacher; she's dead."

* * *

WITH TRIMMINGS

En route to the NEA convention this year, the superintendent and his wife encountered any number of old friends in the diner and club car. When the train pulled in, Mrs. Superintendent was approached by a society reporter in search of information on the feminine side of the gathering.

"And what are *you* wearing tonight?" the reporter cooed.

"Everything that's been spilled on me since I left home," answered Mrs. Superintendent tartly.

VACATION NOTE

Miss Smith, vacationing with a mountain family, asked for cream with her coffee.

"Ain't had no milk since our dog died," the proprieter informed her. Then, to the startled stranger's relief, he added, "Good dog, too. He brung in the cows."

* * *

THE RIGHT SPIRIT

A teacher motoring over Vermont's byways this summer was about to give up as lost when she saw an old man approaching. "Hi," she shouted, "do you know the way to Breadloaf?"

The old fellow shook his head. "Nope, can't say I do."

The motorist drove on a snail's pace. When she had gone about 100 yards, she heard shouts. Jamming on the brakes, she turned to see that the old man had been joined by another and both were frantically motioning her to come back. Slowly and painfully she backed up the winding road. "Well?" she asked.

The old man jerked a thumb at his companion. "This here's George," he said. "He don't know the way either."

* * *

UNWARRANTED

"What bothers me so much," remarked Edward Pero, custodian of a school in Winthrop, Mass., "is not having to rub out the small boy's chalk marks on the walls; it's the reputation our school gets for poor spelling."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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Chicago, Atlanta, San Francisco, Dallas

American Book Company
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Thomas Randolph Company, Dept. X, Champaign, Ill.

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703 lithographed 8½"x11". See ad page 174.
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